DOCUMENT RESUME

ED 074 432 CG 007 947

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TITLE Counseling for Change: A New Perspective.
INSTITUTION West Virginia Univ., Morgantown. Regional Rehabilitation Research and Training Center.
SPONS AGENCY Social and Rehabilitation Service (DHEW), Washington, D.C. Rehabilitation Services Administration.
PUB DATE Feb 73
NOTE 29p.; Paper presented at the American Personnel and Guidance Association Convention, February 9-12, 1973, San Diego

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Behavioral Counseling; *Counseling; *Counseling Effectiveness; *Counseling Goals; Counseling Theories; Counselor Evaluation; Counselor Performance; Disadvantaged Youth; Evaluation; *Expectation; Learning; Research Projects

ABSTRACT

Three Internal-External (I-E) locus of control counseling techniques were used in regular counseling sessions to determine whether these techniques would result in a control expectancy shift from external to internal. Twenty-seven Ss were counseled in 4 groups for five weeks, twice each week in groups, and once each week individually by 4 counselors. Seventeen Sc participated in non-counseling sessions. Results showed that 2 groups who were led by counselors judged to have used IE counseling techniques did experience a significant control expectancy shift as opposed to 2 non-IE counseled groups ($t = 2.4$, p less than .02) and all non counseled groups (2.5, p less than .02). There was no significant difference between non counseled and non-IE counseled ($t = .11$, p greater than .05). Counselors varied in their I-E technique preference but agreed that techniques are useful counseling tools. (Author)

ED 074432

COUNSELING FOR CHANGE: A NEW PERSPECTIVE*[1]

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Abstract

Three Internal-External (I-E) locus of control counseling techniques were used in regular counseling sessions to determine whether these techniques would result in a control expectancy shift from external to internal.

27 Ss were counseled in 4 groups for five weeks, twice each week in groups, and once each week individually by 4 counselors. 17 Ss participated in non-counseling sessions. Results showed that 2 groups who were led by counselors judged to have used IE counseling techniques did experience a significant control expectancy shift as opposed to 2 non-IE counseled groups ($t = 2.4$, $p < .02$) and all non counseled groups (2.5, $p < .02$). There was no significant difference between non counseled and non-IE counseled ($t = .11$, $p > .05$). Counselors varied in their I-E technique preference but agreed that techniques are useful counseling tools.

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CG 007 947

*Paper presented at the APGA Annual Conference in San Diego, 1973.

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COUNSELING FOR CHANGE: A NEW PERSPECTIVE

This study attempts to show the feasibility of control expectancy counseling by focusing counseling sessions on that dimension and measuring counseling outcomes in relation to change in that specific area. It was felt that this approach could (1) provide substantiation for control expectancy counseling techniques and (2) overcome some of the previous limitations of measuring counseling outcomes by measuring the extent to which change took place within the primary counseling focus.

The control expectancy dimension is derived from Rotter's (1954, 1966) social learning theory concept of internal-external locus of control. Internal locus of control (internals) is a label for those people who believe they have some control over their own destinies. They feel control is within themselves. Those who believe control is outside themselves, and that their destinies are in the hands of fate, chance, or powerful others have an external locus of control (externals). The emphasis in this study was to counsel for a change from external to more internal control. This was based on the research which indicates that individuals who feel they have power over their own lives, and can manipulate their own environments, are less likely to be dependent on others and are more likely to take charge of and be responsible for their own lives. This has been supported in numerous research studies dealing with a variety of situations such as externals feeling powerless to change the direction of their own lives, thereby being less likely to try (Mink, 1971, MacDonald, 1970, 1971). Internal clients, in contrast to externals, showed improved job proficiency and more highly developed personal qualities relating to employability and job success, manifested higher need for achievement,

responsibility etc. (Tseng, 1970). Internals are more open to correct their problems through remedial programs (Phares, Ritchie, and Davis, 1968), acquire more knowledge about their illness (Seeman and Evans, 1962), and try harder to get out of their ruts (Seeman, 1963).

The attitudinal variable of locus of control was hypothesized to be subject to modification through counseling techniques developed by Dua (1970), Masters (1970), and Reimanis and Schaefer (1970). Since these techniques have not been fully developed, it was expected that the study would involve (1) training counselors in the use of the techniques developed by Dua, Masters, and Reimanis and Schaefer, (2) expansion of the use of these techniques by permitting counselors to incorporate them into their own counseling framework, (3) determine the extent to which counselors were able to incorporate the techniques into counseling sessions, and (4) determine whether the use of these techniques did cause change in the subjects. It was hoped that the study would provide sufficient data to support more intensive experimental research in this area which would provide substantiative data in the area of this expectancy control variable and in measuring counseling outcomes in terms of this variable.

Method

Subjects. The subjects (Ss) were participants in a summer youth project for disadvantaged youth. Ss were selected for the summer program through the cooperation of the Neighborhood Youth Corps. The experimental or counseling group was composed of 27 high school students, age 14-16 (12 males and 15 females); and the control or noncounseled group consisted of 17 students, age 14-16 (7 males, 10 females). The lower number of noncounseled students was due to the loss of 5 Ss through attrition and motorcycle accidents.

Treatment. Both the counseled and non-counseled groups participated in a 6-week summer program held at Weston State Hospital, Weston, West Virginia, during the summer of 1972. The program consisted of (1) counseling for the experimental group and discussion sessions for the control, and (2) work experience. The purpose was two-fold. First, to provide the youths with counseling and non-counseling situations, and second, to familiarize them with some aspects of health-related occupations. Focus of the counseling sessions was on attitudinal change from external toward a more internal orientation, using any combination of the three techniques outlined by Dua, Masters, and Reimanis and Schaefer. (These techniques are briefly outlined in Attachment A, Part II). The non-counseled group participated in discussion sessions led by individuals employed in social services-type occupations at Weston State Hospital, but not trained as counselors.

Instrument. The scale used to determine the degree of internal or external control was Rotter's Internal-External Locus of Control Scale. This 29-item, forced choice scale (including 6 buffer items) has been used in numerous studies relating to internal-external (IE) locus of control. The instrument as adequate reliability on test-retest at .72, and has high construct validity.

Procedure. Approximately 3 weeks before the start of the summer program at Weston State Hospital, four counselors were selected and familiarized with the concepts, research, and counseling techniques developed for IE counseling. No counselor had previous training in IE counseling. Two counselors held M.Ed. degrees in Counseling and Guidance from West Virginia University, and two were in graduate counseling programs at the University. The counselors were instructed to jointly discuss

the IE concepts and techniques, and to incorporate them, insofar as possible, into counseling sessions.

Prior to the start of the actual program, the Ss were tested using Rotter's Internal-External Locus of Control Scale. This instrument was readministered after 5 weeks at the close of the program.

Since it was not possible to assign subjects to counseled and non-counseled groups randomly, it was anticipated that should the groups prove to be statistically different, that the difference would be controlled statistically, using analysis of covariance. Locus of control scores ranged from 2 to 20 with a mean of 11.4 for the pre-tested counseling groups; and from 3 to 11, with a mean of 8.4 for the pre-tested noncounseled group. However, it was possible to randomly assign the counseled group Ss to four groups, which were then assigned randomly to the four counselors. Ss participated in one individual and two group counseling sessions each week for five weeks.

The noncounseled Ss were assigned to groups that met for discussions but were not regarded as counseling sessions.

In order to determine the extent to which counselors were able to incorporate IE counseling techniques into the sessions, counselors were instructed to tape counseling sessions whenever possible.

Approximately 50 hours of taped sessions containing both group and individual counseling were reviewed by two Ed. D. counselors to determine the degree to which the four counselors used IE techniques.

The reviewers found that all four counselors in the program established good working relationships with their clients. Clients appeared free from any negative attitudes toward the counselors, and in all sessions

counselors were accepting, nonjudgmental, and genuinely interested in the clients. In relation to IE techniques specifically, the following judgment was made:

> Counselor A - Counseling sessions did not appear to incorporate IE techniques in sufficient depth to readily identify them as falling within the three areas described as IE counseling techniques by Dua, Masters, and Reimanis and Schaefer. This does not mean that counseling did not take place; rather, it indicates a lack of definitive evidence on the tapes to establish that IE counseling was performed to a thoroughly recognizable degree by the two judges.
>
> Counselor B - Same as Counselor A.
>
> Counselor C - Although various IE techniques were not clearly defined, the counselor did concentrate heavily on client attitudes, e.g., "What do you think." Some external statements such as "My parents want...", etc., were countered with "What would you like to do," or "How do you feel about that?" Counselor rated as using IE techniques to a moderate-to-low degree.
>
> Counselor D - All three types of IE counseling techniques were employed in several taped sessions. A portion of one counseling session (Attachment B) is provided to show what was judged to be a concerted effort to use (1) a less directive form of Reimanis and Schaefer's "challenging or confronting external statements and attempting to change these to internal statements or understandings," and (2) an action program as specified by Dua.

Although all sessions were not taped, and individual sessions were more fruitful than group, no definite judgment can be made as to the actual extent to which all counselors did use IE counseling. All counselors stated that they did incorporate one or more of these techniques into their counseling sessions. However, based on the tapes alone, it would appear that two counselors did not sufficiently develop the techniques, one counselor was successful to a limited extent, and one counselor did make use of the techniques when feasible.

Results

The mean locus of control scores on pre- and post test for the counseled and noncounseled groups are shown in Table 1.

Insert Table 1 about Here

A t-test comparison of the total counseled and noncounseled groups on pre-test showed that they were significantly different ($t = 2.77$, $p < .05$) on IE scores. Therefore analysis of covariance (ANCOVA) was used for all further analyses.

ANCOVA was computed for the counseled vs noncounseled groups, using pre-test measures as covariate and post-test measures as the dependent variable. This analysis showed no difference between the two groups ($F = .97$, $\underline{df} = 1/41$, $p > .05$).

Since analysis of counselor tapes had indicated two counselors had performed IE counseling, and two counselors had not, it was decided to analyze the results for three groups: Non-IE counseled, IE counseled, and non-counseled. Using pre-test measures as covariate and post-test measures as the dependent variable, there was a significant difference ($F = 3.75$, $\underline{df} = 1/40$, $p < .05$). t-tests were computed to determine which of the groups accounted for that difference. These results are shown in Table 2.

Insert Table 2 about here

This indicates that the group which had received IE counseling did show a significant difference after counseling, and did become more internally oriented as a result of IE counseling. The means for these groups are presented in Table 3.

Insert Table 3 about here

Discussion

The primary purpose of this study was to attempt to use and expand IE counseling techniques, and to determine by measuring counseling outcomes whether the use of these techniques would cause attitude change from an external toward a more internal locus of control.

Because of the field conditions under which the project was carried out, the study lacks the sophistication of carefully controlled experimental-design research. It was felt that such conditions, while hampering the scientific approach, would provide an opportunity to test out the techniques in a situation which would more closely approximate every day counseling conditions. Also, it afforded an opportunity for practitioner-oriented counselors to become familiar with the concepts and attempt to apply them. Although the findings in this study are not as convincing as the results of Dua, Masters, and Reimanis and Schaefer from a research point of view, the study does support the feasibility of these techniques as a counseling tool by practicing counselors.

Results appear to indicate that counseling for attitudinal change in locus of control is practical and possible in counseling sessions. The data generated tend to support the feasibility of a more controlled study using more accurately defined techniques. It is hoped that further analysis of the tapes will provide a more definitive approach to IE counseling, and that further use of these techniques in an experimental study would be a second step.

Should additional research confirm that attitude change can be measured and attributed to specific counseling techniques, then this would lend support to empirically substantiating counseling outcomes by a more direct analysis of type of counseling in relation to type of change expected in clients. Control expectancy represents only one variable

which can be considered in counseling situations, and is presented as a factor which can add another dimension to those factors which a counselor considers when working with a client.

According to Eysenck (1966), research literature on counseling outcomes has been inconclusive. One reason for this might be attributed to measuring counseling dimensions which may not be congruent with type of counseling conducted; therefore, there may have been changes which were not measured. It would appear that this control expectancy variable is measurable and responds to particular counseling techniques. However, the extent to which change on this one dimension affects or is affected by other variables in the counseling situation was not studied and adds to research possibilities.

Of more importance to the practitioner is the applicability of IE techniques to counseling situations. The ease of conveying the concepts of IE counseling is demonstrated by a three-hour lecture unit delivered on IE counseling to students in a rehabilitation counseling master's program at Coppin State College, Baltimore, Maryland. After a discussion of the concepts and techniques, using Attachment A, Part I and Part II, and some supplementary materials from research literature, students rated Attachment B on "external" vs "internal" statements with a relatively high degree of consistency. Additional teaching materials of this type plus monitoring of counseling sessions should eliminate the problems encountered in this project with two counselors not being sufficiently trained to enable them to incorporate the techniques into their counseling sessions.

Discussions with the counselors who participated in the program after program end showed that they did favor the techniques, felt they had utility, and planned to use them in the future. The counselors varied in their preference for particular IE counseling techniques but felt that such techniques were effective in bringing about change.

It was the counselors opinion that the use of any particular technique would vary depending on counselor orientation. This would pose a problem if one were to attempt to develop a syncratic approach which would incorporate all three techniques. Also, it was evident in the taped sessions that counselors adapted the techniques to suit their individual counseling approach, as shown in Attachment B. The degree to which techniques can be standardized poses a problem since counselors vary in orientations. This may be partially controlled by further refinement of the techniques and development of teaching materials. However, these limitations should not prevent practicing counselors from studying the concepts and incorporating them in their own counseling sessions in a way which is consistent with their own theoretical framework.

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Footnotes

[1]The investigation was supported in part by the Social and Rehabilitation Services (HEW) through the Regional Rehabilitation Research and Training Center (RT-15).

[2]Requests for reprints should be sent to R. K. Majumder, 806 Forestry Tower, West Virginia University, Morgantown, West Virginia 26506.

Table 1

	Mean Pre-test* IE Score	Mean Post-test IE Score
Counseled	11.4	10.0
Noncounseled	8.4	9.1

*High score indicates external; low score, internals

Table 2

Group Comparisons

Non-counseled vs Non-IE counseled	$t = .11$, $p > .05$
Non-counseled vs IE counseled	$t = 2.5$, $p < .02$
Non-IE counseled vs IE counseled	$t = 2.4$, $p < .02$

Table 3

Post-test Group Means

Group	Post-test	Adjusted Post-test
Noncounseled	9.1	10.4
Non-IE counseled	9.8	10.5
IE counseled	10.3	8.0

16

REHABILITATION TOMORROW

Attachment A

WEST VIRGINIA
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VOL. 2, NO. 6
JULY 1972

COUNSELING FOR CHANGE: ANOTHER PERSPECTIVE
(Part I)

This is the first of two issues devoted to presenting:

1. A way of looking at clients who try versus those who don't, and
2. Techniques that are being developed to increase an individual's willingness to try.

What Is This Perspective?

Counselors – and others in the helping professions – have long recognized that some clients have such characteristics as feelings of helplessness, alienation, and powerlessness. At the same time, other clients feel more able to deal with those situations which affect their lives. Such characteristics have been placed in the context of social learning theory by J. B. Rotter. His theory allows us to view individuals in terms of the degree to which they feel able to give direction to, or have control over their own lives – which he calls "internal-external locus of control."

What Is Internal-External Locus of Control?

Internal locus of control – or "internals" – is a label for those people who believe they have some control over their destinies. They feel control is within themselves. Those who believe that control is outside of themselves, and that their destinies are in the hands of fate, chance, luck or powerful others have an external locus of control – or are "externals."

Research has shown that those individuals who have an internal locus of control are more likely to take the bull by the horns, seem to acquire more knowledge about their problems, and are more open to remedial programs than are externally controlled individuals.

What Does This Mean to Rehabilitation Counselors?

Counselors are well aware of the fact that a client cannot change or correct a problem if he refuses to try. Externally oriented clients are less likely to try. They fail to try because they don't believe that their efforts will pay off. This doesn't mean that they don't want (i.e., are not motivated) to change; rather, they have a negative expectancy for success – they don't think they can change or correct a problem.

It is the common complaint of counselors – and teachers, caseworkers and others – that their charges lack motivation. This judgment is usually based on the observation of a lack of effort. It appears reasonable to conclude that people who do not try to better their circumstances are not motivated to do so. However, within the framework of internal-external locus of control, those who are externals may be motivated to change but fail to try because they feel powerless as agents of change. Those who do not try may possibly be broken into two groups:

1. Those who are not motivated, and
2. Those who are motivated but believe they are unable to effect change (motivated "externals").

Traditionally, both groups have been treated as one. Both have been exposed to programs or efforts designed to raise their motivational levels. For the second group, this may be a serious mistake. Increasing their motivation without reducing their feelings of powerlessness may do little more than increase their sense of frustration. For them, we might better focus on efforts which are designed to increase their feelings of personal strength and self-sufficiency – leading to independence.

How Can You Tell an Internal From an External?

Counselors can take the definitions of internal or external locus of control and classify many of their clients. However, there are measurement instruments which can refine counselor judgment and assist them in placing clients along a continuum of internal to external locus of control. (This is not to imply that locus of control is the only variable which must be considered, but is presented to add another dimension to those factors which a counselor considers when working with a client.) The instruments are:

1. Rotter's Internal-External Locus of Control Scale
2. MacDonald-Taeng Internal-External Locus of Control Scale

(Resource material listing Nos. 4 and 5 in the next issue covers source of test materials for both instruments.)

So What?

It's all well and good to point up the significance of a psychological factor such as locus of control, but counselors want to know what can be done to change an external orientation to an internal one.

Is There an Answer?

To date, some primitive but rather successful methods have been developed for changing control orientations. Although these methods may not be fully developed, three will be briefly presented in the next issue of Rehabilitation Tomorrow, along with information on obtaining resource materials. This way, those counselors who wish will be able to make use of the knowledge that is available in this area. Each counselor can then incorporate those techniques which are applicable to his own approach and way of doing counseling.

HELP THIS IS THE EIGHTH ISSUE OF REHABILITATION TOMORROW. WE WANT TO KNOW HOW USEFUL THEY ARE FOR YOU. WOULD YOU PLEASE FILL OUT THE ATTACHED STAMPED, SELF-ADDRESSED CARD TO HELP US IN OUR EVALUATION.

This abstract was prepared by Kathryn Greever in collaboration with A. P. MacDonald, Jr., and was prepared from various research studies conducted by Dr. MacDonald.

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Attachment A (Continued)

VOL. 2, NO. 7
AUGUST 1972

COUNSELING FOR CHANGE: ANOTHER PERSPECTIVE
(Part II)

In the last issue we covered a new way of looking at clients who try versus those who don't. In this issue we will briefly cover some of those techniques which are being developed to increase an individual's willingness to try.

WHAT ARE THE TECHNIQUES FOR CHANGING EXTERNALS TO INTERNALS?

1. Counseling for Changes in Response Style

This technique was developed by G. Reimanis and M. Schaefer. Test score results indicate that the technique is successful in making subjects more internal. The counselor's aim -- both in group and individual settings -- is to make the client see himself as having some power to effect change by:

(a) Challenging or confronting "external" statements (e.g., "they want me to be . . .") with "internal" questions (e.g., "what do you want to be?"). With each confrontation, the counselor attempts to replace an external control statement made by the client with an internal one.

(b) Rewarding "internal" statements (e.g., "I will try . . .").

(c) Getting the client to recognize and focus on the results of his behavior (e.g., if he does such and such, then certain results will occur). This is done by questioning, (1) what he could have done differently to change the outcome(s) of a past problem, (2) what he might do to manipulate the outcome(s) of a present problem, and (3) what he should do in the future to cope with specific problems.

2. Action Program

P. S. Dua believes that the attitudes of externals are rooted in past experiences which have resulted in failure. Externals don't succeed because they haven't succeeded in the past. The client is asked to list three "significant others" with whom there is difficulty. The counselor then helps the client define interpersonal problems in behavioral terms. Next, the counselor helps the client establish a new "action program" which incorporates specific behaviors aimed at improving relationships with each "significant other." Tangible actions can be suggested by the counselor.

3. Reconstrual Method

J. C. Masters reports a method of behavior change counseling which is partly rooted in locus of control theory. The notion is that the way an individual looks at, or responds to a situation may affect his behavior. The key to Masters' technique is that the counselor attempts to get the client to alter his perceptions or attitudes about a particular behavior, without changing the behavior per se. For example, a client may be forced to work for a supervisor whom the client perceives as making "oppressive" demands. If the counselor can assist the client to perform on the job in such a way that client-perceived oppression is reduced, (e.g., cleaning up the shop before being asked) then work is performed intentionally by the client rather than as a result of being told. In this way, when the client does a good job, he is really in control of the situation since the supervisor can no longer exert pressures, and may very well reward the client.

This technique implies that people prefer to function within an internal rather than an external situation. Those who are less external -- inclined toward being internal -- are especially prone to resist influence attempts, and become stubborn and uncooperative when they perceive that attempts are being made to manipulate their behavior. This latter technique appears to be better suited for the less externally oriented client.

The above techniques have been covered briefly to provide counselors with an overview. Doubtless, many counselors are employing these, or variations of these techniques in their day-to-day working with clients. For

those counselors, these techniques may represent a new rationale for what they are already doing and, hopefully, will encourage them to proceed further in developing these strategies. For new or relatively inexperienced counselors, these techniques should be evaluated as a possible new tool.

RESOURCE MATERIALS

1. Internal-External Locus of Control: A Bibliography. W. F. Throop and A. P. MacDonald, Jr., Psychological Reports, 1971, Monograph Supplement 1-V28. Order from: Psychological Reports, Box 1441, Missoula, Montana 59801 (Remit $2.00).

2. Abstract Supplement on Internal-External Locus of Control: A Bibliography. W. F. Throop and A.P. MacDonald, Jr. Request Document NAPS-01245 from: ASIS National Auxiliary Publications Service, c/o CCM Information Corp., 909 Third Avenue, 21st Floor, New York, N. Y. 10022. (Remit $2.00 for microfiche or $7.50 for photocopy).

3. Internal-External Locus of Control: A Partial Bibliography II. A. P. MacDonald, Jr., (Bibliography of 135 articles published in 1970). Order JSAS manuscript No. 156 from: Journal Supplement Abstract Service, APA, 1200 17th Street, N.W., Washington, D. C. 20036 (Remit $2.00).

4. Measurement of Social-Psychological Attitudes. 1972 revised, (Eds., Robinson and Shaver). Chapter 11 by A. P. MacDonald, Jr., covers internal-external test measures plus copies of scales. Order from: Institute for Social Research, University of Michigan, Ann Arbor, Michigan (in press) (Est. Cost $6.00).

5. Internal-External Locus of Control. A monograph to be published by the Research and Training Center in the near future. This monograph will detail locus of control findings, explicate counseling techniques, and contain internal-external measurement scales.

This abstract was prepared by Kathryn Greever in collaboration with A. P. MacDonald, Jr., and was prepared from various research studies conducted by Dr. MacDonald.

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Attachment B

Counseling Session - Partial Transcription

July, 1972

G = Client
C = Counselor

G All you've got to do around here is know the right people--- and you're in automatically.

C What are you trying to say?

G I don't know, around here, seems like--last year I was a nobody and nobody knew me or anything, but just this past year man--people come up I've never seen before and start talking to me and everything else. I don't know what it is--I guess it's that this last year I've gotten into the "now crowd", or whatever you want to call them. The kind of people who go out and have parties after all the games and everything--started going to all the parties and everything. Just seems like everybody knows me now. That's where I got all my nicknames and everything else.

C What are your nicknames?

G Well, at the beginning of the year they started calling me Joshua, I don't know where they got that, then they made me Chaplin of High-Y and they started calling me Brother Joshua. Then about half way through the year--February--I got my hair cut off and then they started calling me Uncle Glenn. They made me president of the bald-eagles at school and everything else. We had this whole thing, we got posters--I've still got 20 or 30 posters at home--that have Uncle Glenn wants you for the bald-eagles. I don't know, seems you have to know the right people, one or two of the right people.

C How is it you think this came on you all of a sudden?

G I don't know, that's what I've been wonderin' about--I know it's weird.

C You seem to be bothered about it.

G It doesn't bother me,--you mean bothered by it, how?

C You seem to be--nothing you said, just the way you're coming across, here I'm the same guy I always was.

G Yeah

C Now I'm here.

G Yeah

C Last year I wasn't and I haven't changed a bit.

G Yeah, that's right.

C You're sort of confused.

G Yeah, I am confused, that's what I don't know, that's what I don't understand.

C Maybe you're thinkin'--this is just a guess now,--you're thinkin'--well hell, if it came that quick, maybe it can just leave that quick and you'll be a nobody next year.

G That's what I was wonderin'--something like that.

C Did I hit on something that you're concerned about?

G Some I guess--I don't know it just bothers me. You see, like girls, last year wouldn't even look at me, give me a second look even. But this year the girls come up--I'm taking some of the most popular girls in the school to dances and everything else. It's weird, cause I never thought I stood a chance with any of them--it's weird.

C You don't want it to stop?

G No

C You're afraid it might?

G Yeah

C When did you first get the idea you were somebody as opposed to nobody?

G Must have been during football season last year.

C What happened?

G Well, it all started--I had this study hall with a guy who is real popular with all the girls and everything. I don't know what makes him so popular and he's nobody too. No girls ever paid any attention to him and we always goofed off in study hall, me and him and everybody else. It seemed like one football game I walked by lookin' for somebody up there and he was sittin' with these "high society" people and he yelled at me to come up there. So I went up there, after that we went to a party that some girl gave and after that I started goin' to parties. I didn't even go with him. I think he's the one that got me into it, inviting me to that party. After that the rest of them just started inviting me.

C He's the one who introduced you to the "in" crowd?

G Yeah, it seems to me.

*C After his introduction, you were on your own and you still made it; right?

G Every now and then he and I still go out to ball games and stuff--pick up a couple girls and go to the drive in, stuff like that.

C You and him, but you're still in with the "in" crowd now, he introduced you.

G Yeah

*C He's not carrying you around.

**G Right.

C And you're still bothered by it?

G Yeah, I'd say that.

C Could you sort of describe for me, I mean, what's botherin' you?

G I don't know, it's weird--I just wonder when it's ever going to stop, you know like just as soon as it started all of a sudden, everybody turned around and started---------

C Yeah --kiss off Josh.

G (Laughs) I don't know, I'll just wait until the time comes and find out.

C What do you expect is going to happen?

G I don't know, you can't tell. Everything seems to be getting better and better though for some reason. It can't go on--I know that.

C Why do you say that?

G Cause--you see, last year I had trouble even getting a date with a girl who would be in my graduating class and here this year I've taken two or three girls who'll be seniors this year and here I am only a junior---taken them out. And they are popular too, real popular. I don't know, it can't go on like this. (Long pause)

C You feel it's this crowd that you're running with that's responsible for all your good fortune?

*Significant I-E counselor statements
**Significant I-E client statements

G Yeah. It seems like it goes up and down--you know.

C What do you mean?

G Well, like maybe at one party I go to, maybe all the guys from the football team come around and we just have a fine old time. Then the next party they just leave me alone and Gene and all his friends come and start everything up.

C Start everything up--I don't understand.

G You know, go around and be the life of the party and everything like that.

C You figure that maybe someday your crowd will just disappear and there you will be.

G Something like that.

C How's that make you feel?

G I don't know, makes me worry just a little bit you know what I mean. I don't want to be a nobody.

C Would you like some feedback from me on that?

G (Laughs) What do you mean?

C Would you like for me to tell you what I think?

G All right, go ahead--I'll listen.

C Your number just happened to come up, you were at the right place at the right time and this "in" group got you--and that was a lucky break--just say that was luck.

G Umhum.

C It could have gone either way, you could still be a nobody or you could be popular. But beyond the fact that you just happened to fall in with them, the group really doesn't have that much to do with it. It's you--if you were a nobody, a dud, they'd take you in for a while, find out you were a dud and pretty soon you'd be back out again. Right?

G Umhum.

*C Well, here you are--you came in and you're still in and you're going higher and higher--that indicates, at least to me, that you have something on the ball--you got to have something going for you.

*Significant I-E counselor statements

G Yeah.

C Well, you're just like everybody else--some days you just wake up and say what am I doing here--I feel like a dud. O.K., well that day you are. You get up and look at yourself in the mirror and say--Boy, am I ugly--you are. As long as you believe it, it's going to effect you're whole day. Other days you get up and say Ah, I feel beautiful today, look out world here I come and you tear the world up. Why is that--it's because you believe it. So--it's you. You're in charge of yourself. You ever hear of Margaret Meade, she's a big Anthropologist--you know how everyone says Polynesians are the most beautiful people in the world.

G Yeah.

C She has a theory I like. She says they really don't look any different from anyone else, but they all believe they are beautiful because they believe they are God's chosen people. It's not conceit or swell-headedness, they just accept the fact that they are beautiful and as a result they look beautiful to everybody. It's all up here (in the head). So, on days when you wake up feeling beautiful, man you are beautiful. If you wake up feeling like a dud, you're going to be a dud. It's not as simple as that, especially if you are ugly. There's going to be--but you're going to look a hell of a lot better if you think you're beautiful. I'm not saying you're ugly, but if someone knows for a fact that he is ugly--but if he feels beautiful, he's going to be a beautiful person----------now what does that all mean to you?

**G Well, I don't know--trying to say that it's what the person thinks of himself inside instead of out.

*C Yeah --what you feel about yourself determines a lot--if you think you're popular, chances are you're going to be more popular, if you feel people like you, chances are more people are going to like you. If you feel that you are a nobody, you'll stay off to yourself and other people are going to think you're a nobody too. Chances are that's what will happen. There's no absolute.

G The way you feel effects the way you are and the way other people act toward you.

C If you are honest and not trying to play a role, I believe if you're happy with yourself--I don't mean satisfied--or on an ego trip. But say "here I am and I kind of like me and I think other people like me too", chances are they are going to. If you sit and say I'm just a nobody and nobody likes me, chances are they are not. I believe that. The trick, I think, is to try to be yourself. People don't like you because you're in a group, people don't like you because you're Hi-Y president, people don't like you because you're a football star, people like you because of you. So you don't like any certain thing, just stay like what you are and you are going to keep on having good times.

*Significant I-E counselor statements
**Significant I-E client statements

G Don't know what it is.

*C Well, it could be any number of things. I don't know you socially so I can't help you there at all. But, you are what you are--it isn't because of them. It just so happened you fell into this and it speeded up the process. Maybe if you hadn't gotten in now, you would have gottin' in an "in" crowd at some other time--because you're that way. You're popular. This exposure pushed you along, but that isn't the reason you're there. So, if you get to a point where you feel you're a nobody again, that's your doing, because you got where you are and if you're nowhere you got yourself there too. Does that make sense?

G I don't know.

C Tell me what I just said, what does it mean for you, what I was trying to say.

**G Are you trying to say that everything was my doing, that they weren't responsible for any of it, or something like that.

*C I'm saying that they are the vehicle to carry you where you are, but if you weren't you, then you still wouldn't be there. It wouldn't make any difference. Like if they would have picked up a dud, a guy who is never going to make it in social circles and they try to take him in, he still isn't going to make it. So from what you have told me, it indicates that you aren't a dud and I don't feel you owe as much to the group as you seem to think. I think it's mostly you. Because you've been you most of the time. I don't think you've been playing a role or doing something out of the ordinary to impress them. Because, like you said, you don't know how you've changed from last year. Right?

**G Right.

*C It's just that they have come around to appreciate you so it seems to me. So if it comes to the point someday you look at yourself and say--say I'm a jerk--you have nobody to blame for that but you, where on the other hand if you say, Gee, I'm somebody--you're responsible.

G What is it that makes some days--my best days, everybody talks to me and then some days--it's not often, maybe one day out of every month or two months, something will happen and everything goes wrong. Nobody agrees with me--everything goes wrong.

C O.K.-- you get up and look at yourself in the mirror and say, Gee, I look like hell today, and you go to school and maybe people ignore you, and a chick snubs you and everybody disagrees with you--is this what you're trying to say?

*Significant I-E counselor statements
**Significant I-E client statements

G In other words, don't put myself on a cloud up above everybody else or down below, is that right?

C Yes, that's right, be yourself and you--from what I've understood--are kind of insecure because you think you are where you are because you are part of the group, but that is bullshit, you're where you're at because of you.

G Well,.....

C And I don't think that has anything to do with an ego trip. "Cause just because you think you're a good person and kind of like yourself doesn't mean you don't have faults--or not messed up in someways like everyone else. But, you've come to grips with yourself and say "Here I am, this is it, I'm stuck with me and in spite of everything I kind of like me." Well, other people are going to like you. At the same time you're saying, "Gee, they like me, but I'm still just as screwed up as I always was." Like we said earlier, you found people liked you in spite of all that so you figure well somethings got to be wrong, it has to be this group that's changed that--but it's not true. You got the exposure, but it doesn't help to have the exposure and get out and let everyone know you--that is what the group is going to do, they got you to know more people.

G You don't think the group has that much to do with it then.

*C No, I definitely don't. Now----------

G That's what was bothering me, right there. You see with camp coming up, all the guys go to camp. That's the big thing around here because there is nowhere else to go. And a lot of them are working this year and I'm about the only one out of all of them that is going. None of the football players are going, like only two of them are going. I was wondering if I'll be able to do as good as I did all during school and everything.

C You feel that by leaving for a few weeks for camp you're going to be out of the swing of it.

G Yeah, that's what I mean.

C You'll have a hard time getting back in.

G Like last year at camp, I was with all those guys and it was really something else. It was really cool, but this year they are not going to be there.

C Umhum

G So I was wondering if I am going to go down there and fall flat on my face. If I'll be able to do anything.

*Significant I-E counselor statement

C O.K., Let's say you have so many expectations and you want to go to camp and have a great big group swinging time like you did last time. If the group isn't there, maybe you're heading for a fall just by thinking you're going to be in a good group. "Cause there isn't any group. If that doesn't happen, if there isn't a big happy group, don't blame yourself--you didn't make the whole group the last time, you didn't bring them all together. So why should you feel you're going to bring them all together this time?

G What should I do then, psyche myself up or something?

C No, just be yourself. Don't------I can't really tell you what to do, but I think things work out better if you just be Glenn. When you get down to it you're no different than any other person your age. Everybody your age feels insecure, because they are not sure of themselves yet. Some guys may be more insecure than others, but they're really not. You're not that much more insecure. Everybody is going to find themselves sometime in a spot where they are going to be uncomfortable, without their group to hold them up--and you've already been there, so you might turn out to be a little bit stronger, without the group. What's it mean to you now?

G I don't know, seems like we've been saying--like you said, be myself I guess.

C Do you find that somebody real popular that you would like to get to know, you can't get to know them without the group. Is that right?

G Right?

*

C O.K., let's set up a game plan--pick yourself out three people, we put on a label, significant others. Three people who would mean a lot to you if you knew them. But you don't really know them. These will probably be girls.

G You mean I know them to speak to already or I don't even know them at all.

C Well, take your pick. Just that you would like to get to know them better, but you don't feel secure without your group around. Like the senior girls you are dating that you feel you wouldn't have gotten to know without the group.

G Right.

*Start of Action Program

C Here's what you do. Pick three people who are like that now, three who you don't know if you can make it with--with or without the group, O.K. And the group is not going to be there. Just go up to them and be nice and try to make friends. I mean don't lean on it or anything make a first step. I don't think you would have done that before, I don't think you would have done that last year?

G Right.

C Go up and say, "Hi, how're you doing", start a conversation and then step back and let her make a move. I think you'll be surprised if you go out and make the first effort. It's going to be scary.

G Yeah, I know.

C I guarantee you, it's scary.

G It is.

C It's not easy at all, just consider it an assignment from your counselor, O.K. And go and try, sort of keeping in mind, I'm still in the group but they're not here right now, if that will help. And try to get something started. The worst thing that can happen is that they'll be a little to shy, shyer than you are and won't respond. O.K.?

G Umhum.

C It wouldn't do you any good to get the attitude that they don't like me or they are snubbing me because I'm not in the group. Because most of the time, that's just not true. It's how we think about it, you know.

G Umhum.

C I think that girl snubbed me because she doesn't know me and doesn't think I'm in with the "in" crowd. Well, girls are like everybody else, they want to be in with the "in" crowd too. Make the effort, later when she sees you're with the "in" crowd that might just help things along, but that "in" crowd isn't necessary. It's nice, but it's not necessary.